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SECRETARY OF THE AIR FORCE**

AIR FORCE MANUAL 36-2643

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Personnel



AIR FORCE MENTORING PROGRAM

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This publication implements AFI 36-2640, *Executing Total Force Development*. It provides guidance on how to establish an effective mentoring program for Airmen at various stages of their careers. This Manual applies to all Airmen—officer, enlisted, civilian, Air National Guard (ANG), and Air Force Reserve (AFR). This publication may be supplemented at any level, but all Supplements that directly implement this Manual must be routed to AF/A1DI for coordination prior to certification and approval. It requires collecting and maintaining information protected by the *Privacy Act of 1974*, System of Records Notices (SORN) F033 AF B, *Privacy Act Request File*, and F036 AF PC Q, *Personnel Data System (PDS)* applies and is available at <http://privacy.defense.gov/notices/usaf/>. AFI 33-332, *Air Force Privacy Program*, sets guidelines for collecting, safeguarding, maintaining, accessing, amending, and disseminating personal data kept in systems of records to comply with the Privacy Program. Refer recommended changes and questions about this publication to the Office of Primary Responsibility (OPR) using the AF Form 847, *Recommendation for Change of Publication*; route AF Form 847s from the field through the appropriate functional's chain of command. Ensure that all records created as a result of processes prescribed in this publication are maintained in accordance with Air Force Manual (AFMAN) 33-363, *Management of Records*, and disposed of in accordance with Air Force Records Disposition Schedule (RDS) located at <https://www.my.af.mil/afrims/afrims/afrims/rims.cfm>. The use of the name or mark of any specific manufacturer, commercial product, commodity, or service in this publication does not imply endorsement by the Air Force.

SUMMARY OF CHANGES

This document is substantially revised and must be completely reviewed. It contains information from AFI 36-3401, *Air Force Mentoring*, and provides detailed guidance on how mentoring is used as a valuable element supporting the Total Force Development concept. This Manual explains mentoring program objectives and benefits, identifies guidelines and expectations of mentors and mentees, and provides a Mentoring Toolkit. It replaces AFI 36-3401 of the same name.

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1. Scope.

1.1. Deputy Chief of Staff for Manpower, Personnel and Services (AF/A1) is the OPR for the Air Force Mentoring Program and establishes guidance as reflected in this Air Force Manual.

1.2. Headquarters Air Force, Major Commands (MAJCOMs), and local units will facilitate the mentoring process to provide Airmen with the ability to fully develop. Air Force leaders are expected to ensure Airmen are provided mentoring opportunities as described in this Manual.

2. Background.

2.1. Mentoring is an essential ingredient in developing well-rounded, professional, and competent future leaders. The overall goal of mentoring is to help Airmen (civilian, enlisted, and officer) reach their full potential, thereby enhancing the professionalism of the Air Force (reference AFPD 36-26, *Total Force Development*).

2.2. The Air Force fosters a mentoring culture by encouraging and expecting Airmen to be mentors and mentees. This culture enhances morale and discipline and improves the operational environment while maintaining respect for authority.

2.3. Mentoring helps Airmen prepare for increased responsibilities, but it is not a promotion enhancement program.

2.4. Key to the mentoring process is the direct involvement of commanders, directors, and supervisors in the professional development of their people. They must continually challenge them to improve.

2.5. Mentoring promotes professional development at every echelon and activity. Mentoring is an ongoing process for building a professional relationship that fosters communication concerning careers, competencies, behavior, and organizational missions. AFI 36-2909, *Professional and Unprofessional Relationships*, and AFI 36-703, *Civilian Conduct and Responsibility*, set forth rules regarding maintaining professional relationships.

2.6. Airmen have the option of selecting mentors using My Development Plan (MyDP), Attachment 2, A2.2.1.

3. Definition.

3.1. Mentorship is a relationship in which a person with greater experience and wisdom guides another person to develop both personally and professionally. This relationship will help achieve mission success and motivate Airmen to achieve their career objectives.

3.2. Mentoring promotes a climate of inclusion that can help foster and develop the diverse strengths, perspectives, and capabilities of all Airmen. Air Force capabilities and warfighting competencies are enhanced by diversity among its personnel (reference AFPD 36-70, *Diversity*).

4. Program Benefits.

4.1. Mentoring is an inherent responsibility of leadership. The direct involvement of military and civilian leaders in the professional development of their people is essential to the mentoring process.

4.2. Mentoring helps prepare Airmen for increased responsibilities as they progress in their careers. Some specific benefits are:

4.2.1. Improved morale and unit cohesion.

4.2.2. Enhanced professional and work-related personal development.

4.2.3. Increased mastery of the institutional and occupational competencies.

4.2.4. Enhanced capacity to translate core values and strategies into productive actions.

4.2.5. Greater engagement and retention of Airmen with the right competencies needed in support of Air Force requirements.

5. Program Objectives.

5.1. Create an environment promoting work-related personal and professional growth through the Air Force Continuum of Learning (CoL) to enhance institutional and occupational competencies.

5.2. Offer new Airmen familiarization with the organization's mission.

5.3. Provide a catalyst for leaders and subordinates to leverage tactical, operational, and strategic knowledge.

6. Mentor Guidelines.

6.1. Mentors are advisors and guides who share knowledge, experiences, and advice in helping mentees achieve their career goals. Effective mentoring creates a balanced ongoing relationship that focuses on the unique needs of the mentee.

6.2. Mentors generally perform the following four roles:

6.2.1. Advisor: The mentor initiates communication and helps the mentee formulate career goals.

6.2.2. Coach: The mentor supports in identifying developmental needs, recommending training opportunities, and imparting skills and behaviors.

6.2.3. Facilitator: The mentor assists in finding resources for problem solving and career progression.

6.2.4. Advocate: The mentor recommends opportunities for projects allowing others to observe positive capabilities of the mentee.

6.3. Mentors support the Air Force mission by helping mentees recognize the importance of defined attainable work-related personal goals and assist them in developing a sense of accountability in achieving their personal objectives.

6.4. Mentors help mentees understand the value of continuous self-development to them personally and to the Air Force. They assist mentees in taking advantage of all opportunities to improve their competencies. Reference Figure A2.1. Mentoring Checklist.

6.5. Mentors will use the Mentoring Toolkit in Attachment 2 and other mentoring resources to ensure their mentees receive every benefit the mentoring relationship can provide. They will assist mentees in identifying strengths and areas for improvement and encourage them to seek guidance from other mentors who can provide support for specific mentoring needs outside their expertise (reference Table A2.1. Mentoring Relationship Types).

6.6. Mentors will ensure their Airmen are aware of mentoring options offered within their organization. It is important for mentors to communicate with their mentees, even if they work at a different duty location or in a different career field, to provide mentees an opportunity to participate in mentoring relationships.

6.7. One area mentors clearly can address is learning. To this end, mentors must be familiar with the CoL for officers, enlisted members, and civilian employees in order to adequately discuss the learning opportunities with their mentees. Additional topics mentoring can encompass are listed in Attachment 2, A2.1.

6.8. Mentors will use web-based developmental tools, such as MyDP, to assess mentees' capabilities, build mentoring plans, and guide mentees toward reaching their goals. These electronic tools provide direction on how Air Force requirements may be met through education and training.

6.9. Mentors will enhance their mentoring skills by reviewing the mentoring resources located in Attachment 2, A2.2.

7. Mentor Expectations.

7.1. Exemplify Air Force Core Values.

7.2. Provide practical counsel by offering guidance, providing feedback, and acknowledging accomplishment.

7.3. Support mentee's career planning and goal setting by using a developmental plan, such as the Mentoring Plan (reference Table A2.2.), to capture required career planning data. Mentors also shall refer mentees to Career Field Managers (CFMs) for discussion of the career path tools that have been developed for their occupations.

7.4. Assist mentees in assessing their institutional and occupational competencies to identify both strengths and areas for improvement.

7.5. Encourage mentees to cultivate their institutional and occupational competencies.

7.6. Share relevant knowledge, experience, and resources with mentees.

7.7. Identify and help mentees resolve potential issues they face in development.

7.8. Facilitate opportunities for mentees to gain new experiences and build skills.

8. Mentee Guidelines.

8.1. Mentees will be actively involved in their personal education and development. They are to develop a mentoring plan that clearly identifies their educational and professional goals and objectives.

8.2. Mentees will work with their mentors in creating their personal plans. The plans will be challenging and within the mentees' capabilities.

- 8.3. Mentees will request assistance when needed, be fully engaged, and be active listeners.
- 8.4. They shall be open to feedback and willing to accept new challenges.
- 8.5. Mentee will be familiar with the information in the Mentoring Toolkit, Attachment 2, and use the resources for further development.

9. Mentee Expectations.

- 9.1. Work with mentors in developing a career roadmap by identifying and clarifying current and future career goals.
- 9.2. Gain in-depth understanding of the mission, goals, and structure of the Air Force.
- 9.3. Accept responsibility for learning and developmental needs.
- 9.4. Enhance institutional and occupational competencies.
- 9.5. Leverage opportunities for career advancement.
- 9.6. Expand leadership abilities.
- 9.7. Be receptive to feedback.

DARRELL D. JONES, Lt Gen, USAF
DCS, Manpower, Personnel and Services

Attachment 1**GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION*****References***

AFPD 36-25, *Military Promotion and Demotion*, 21 June 1993

AFPD 36-26, *Total Force Development*, 27 September 2011

AFPD 36-70, *Diversity*, 13 October 2010

AFI 33-332, *Air Force Privacy Program*, 16 May 2011

AFI 36-1001, *Managing the Civilian Performance Program*, 01 July 1999

AFI 36-2110, *Assignments*, 22 September 2009

AFI 36-2301, *Developmental Education*, 16 July 2010

AFI 36-2302, *Professional Development (Advanced Academic Degrees and Professional Continuing Education)*, 11 July 2001

AFI 36-2304, *Community College of the Air Force*, 01 September 1999

AFI 36-2306, *Voluntary Education Program*, 13 August 2010

AFI 36-2406, *Officer and Enlisted Evaluation Systems*, 15 April 2005

AFI 36-2501, *Officer Promotions and Selective Continuation*, 16 June 2004

AFI 36-2502, *Airman Promotion/Demotion Programs*, 31 December 2009

AFI 36-2618, *The Enlisted Force Structure*, 27 February 2009

AFI 36-2640, *Executing Total Force Development*, 16 December 2008

AFI 36-2642, *Professional Advancement and Continuous Education*, 26 July 2011

AFI 36-2909, *Professional and Unprofessional Relationships*, 01 May 1999

AFI 36-401, *Employee Training and Development*, 28 June 2002

AFI 36-601, *Air Force Civilian Career Program Management*, 25 July 1994

AFI 36-602, *Civilian Intern Programs*, 25 July 1994

AFI 36-703, *Civilian Conduct and Responsibility*, 01 August 1999

ANGI 36-2502, *Promotion of Airmen*, 17 June 2010

ANGI 36-2504, *Federal Recognition of Promotion in the Air National Guard (ANG) and as a Reserve of the Air Force Below the Grade of General Officer*, 28 July 2004

AFDD 1-1, *Leadership and Force Development*, 0 November 2011

AFMAN 33-363, *Management of Records*, 01 March 2008

AFMAN 36-606, *Civilian Career Field Management and Development*, 03 May 2011

AFPAM 36-2241, *Professional Development Guide*, 01 October 2011

My Development Plan (MyDP) – *Air Force Portal* website

Air Force Officer Force Development Leadership Continuum, Air Force Enlisted Force Development Leadership Continuum, and Air Force Civilian Force Development Leadership Continuum, *Air Force Portal* website, Life and Career, Force Development link

CSAF Professional Reading Program, *Air Force Portal* website

Adopted Forms

AF Form 847, *Recommendation for Change of Publication*

Terms

Airman—According to AFDD 1-1, *Leadership and Force Development*, an Airman is any U.S. Air Force member and Department of the Air Force civilian.

Competencies—A cluster of knowledge, skills, abilities (KSAs), and attributes an individual possesses to successfully perform a given task, condition, or standard consistently.

Continuum of Learning (CoL)—The career-long process of individual development accomplished through education, training, and experience. It is designed to deliberately integrate developmental opportunities through a common taxonomy to produce adaptable, knowledge-enabled Airmen for today and tomorrow.

Education—The process of imparting general bodies of knowledge and habits of mind applicable to a broad spectrum of endeavors to intellectually prepare individuals to deal with dynamic environments and solve ill-defined problems by using critical thought and reasoned judgment. Education programs prepare Airmen to successfully anticipate and meet challenges across the range of military operation.

Experience—Active participation/involvement in positions, events, or activities leading to the accumulation of knowledge or skill that can be utilized to meet mission requirements.

Force Development (FD)—A deliberate process of preparing Airmen through the CoL with the required competencies to meet the challenges of current and future operating environments. Institutional development generally results in leadership, management, and warrior ethos proficiency. Occupational development generally results in flying and technical skill proficiency.

Institutional Competencies—Common taxonomy used to implement the Continuum of Learning (CoL). These competencies are expected of all Airmen, throughout their careers, and will be the competencies needed to operate successfully in the constantly changing environment in which they function.

Leadership—Art and science of motivating, influencing, and directing Airmen to understand and accomplish the Air Force mission. See AFDD 1-1 for a detailed explanation.

Mentor—Wise, trusted, and experienced individual who shares knowledge, experience, and advice with a less experienced person.

Mentee—Individuals who desire to expand their knowledge and skills by gaining advice from a more experienced individual.

Mentoring—Inclusive professional relationship and process that is required to support career and personal development of mentees. It includes the entire set of strategies needed for support.

Coaching is one of the sets of strategies that mentors must learn and effectively use to increase their mentees' competencies and success. Coaching is technical support focused on development of the techniques employees must know and be able to perform.

Mentoring Plan—Document that serves as a roadmap for facilitating mentoring expectations, career goals, and developmental objectives. It serves as a communication tool between Airmen and their mentors.

Occupational Competencies—Specific to certain functions or occupations. They are related to specific areas of expertise that enable individuals to successfully perform their unique duties.

Records Disposition Schedule—A document providing mandatory instruction for the lifecycle management of records (and non-record materials) in any format or media type. The RDS provides for the disposition of records when agency business need for the records ceases, i.e., destruction of temporary records and transfer of permanent records to the National Archives of the United States

Attachment 2**MENTORING TOOLKIT****Figure A2.1. Mentoring Checklist.**

This checklist will assist in planning for mentoring sessions.

A2.1.1. Mentor schedules first mentoring meeting.

A2.1.2. Mentor is very familiar with information in this Manual, especially Mentoring Toolkit, Attachment 2; and reviews mentoring information in AFD 36-26 and AFI 36-2640.

A2.1.3. Mentor requests mentee complete the Mentoring Plan in Attachment 2, Table A2.2.

A2.1.4. Mentor reviews mentee's education, training, experience, and career field development path.

A2.1.5. Mentor and mentee agree on expectations for meetings and discuss boundaries/confidentiality of the mentoring relationship (example: professionalism, etc).

A2.1.6. Mentor and mentee discuss methods of communication (meetings, MyDP mentoring forum, phone calls, etc). They record topics discussed and feedback given at each meeting in the Mentoring Plan.

A2.1.7. Mentor and mentee discuss and record in the Mentoring Plan any issues that may affect the mentoring relationship, such as meeting time or location, etc.

A2.1.8. Mentor and mentee meet to discuss goals, objectives, and other items recorded in the Mentoring Plan. They explore professional development opportunities for achieving goals.

A2.1.9. Mentor ensures Mentoring Plan reflects a progression of professional developmental steps, aligned to different stages of the mentee's development.

A2.1.10. Mentor encourages mentee to reflect regularly on goals, achievements, and areas for improvement.

A2.1.11. Mentor and mentee amend the Mentoring Plan as needed by focusing on the mentee's developing needs.

Table A2.1. Mentoring Relationship Types.

Type	Description	Advantage
Flash Mentoring	Busy leaders are recruited to become mentors without committing a lot of time. Mentees are assigned at random and can meet for just one session. Mentors share lessons learned, experiences, and advice to the mentee. After initial meeting, mentors and mentees can decide if they would like to continue the mentoring relationship.	Opportunity to learn from executives without a long-term commitment.
Group Mentoring	One or more mentors address a large audience of mentees. As each mentor introduces concepts, answers questions, or relays guidance, they engage the entire group in the conversation. Can be facilitated group mentoring, peer-group mentoring, or team mentoring.	Opportunity to extend its mentoring efforts by reaching more mentees in a time-efficient manner. Also resolves the issues of not having enough mentors and can promote diversity of thinking, practice, and understanding.
Peer Mentoring	Relationship with an individual within the same grade and/or job series. Purpose is to support colleagues in their professional development and growth, to facilitate mutual learning, and to build a sense of community. It is not hierarchical, prescriptive, judgmental, or evaluative.	Mentees sometimes learn better from their friends, associates, or individual with similar backgrounds and career interests.
Reverse Mentoring	Mentoring of a senior (in age, experience, or position) person by a junior individual. Aim is to help share unique knowledge sets, possibly in the field of information technology, computing, or internet communications.	Ability to create and maintain an attitude of openness regardless of status, power, or position.
Situational Mentoring	Providing the right help at the right time by a mentor when a member needs guidance, advice, or constructive correction.	Informal mentoring that usually occurs as a short-term fix to address an immediate situation but can transition to a more long-term connection over time if both the mentor and mentee are inclined to do so.
Virtual Mentoring	Using electronic tools such as videoconferencing, the Air Force web-portal resource MyDP, or email in order to mentor individuals. Recommend mentor and mentee meet face-to-face when it is possible.	Helpful for career fields whose members are geographically dispersed, for personnel who work alternating shifts or night shifts, for personnel who are deployed, or for personnel who are in remote areas. Can be a tool to engage an increasingly tech-savvy population.

Table A2.2. Mentoring Plan.

Focus Areas	Results	Comments
Mentoring Expectations	Expectation 1: Expectation 2:	Mentor: Mentee:
Long-term Career Goal(s)	Goal 1: Goal 2:	Mentor: Mentee:
Indicators that Each Goal was Accomplished	Goal 1 Indicator: Goal 2 Indicator:	Mentor: Mentee:
Short-term Career Objective(s)	Objective 1: Objective 2:	Mentor: Mentee:
Indicators that Each Objective was Accomplished	Objective 1 Indicator: Objective 2 Indicator:	Mentor: Mentee:
Institutional Competency Development Analysis (reference Institutional Competency Proficiency Descriptive Behaviors on MyDP website)	Strengths— Areas for Improvement-- Steps for Achieving Desired Improvement--	Mentor: Mentee:
Occupational Competency Development Analysis (consult CFM for Occupational Competency Proficiency Descriptive Behaviors)	Strengths— Areas for Improvement-- Steps for Achieving Desired Improvement--	Mentor: Mentee:
Additional Areas for Assistance	1. 2.	Mentor: Mentee:
Common Feedback Received from Others	1. 2.	Mentor: Mentee:
Measurable Benchmarks for Focus Areas	1. 2.	Mentor: Mentee:
Resources Needed to Reach Desired State		
Progress Status (overall evaluation of plan achievement)	Interim: Annual:	Mentor: Mentee:

A2.1. Mentoring Discussion Topics. The below items address topics mentors and mentees could discuss during a mentoring session.

A2.1.1. Professional knowledge. Reference AFPAM 36-2241, *Professional Development Guide*, 01 October 2011.

A2.1.1.1. Career guidance; technical and professional development; and leadership.

A2.1.1.2. Air Force topics ranging from history and heritage; air, space, and cyberspace doctrine; and contribution to joint warfighting.

A2.1.1.3. Core Values and Ethics. Air Force Core Values include *Integrity First, Service Before Self, and Excellence In All We Do*. For additional information on the Air Force Core Values and ethics, reference AFDD 1-1.

A2.1.2. Professional Reading. Mentors will encourage mentees to read and comprehend air, space, and cyberspace literature such as Air Force doctrine and operational warfighting publications and books in the CSAF Professional Reading Program. The annual readings are appropriate for all Airmen (enlisted, officer, and civilian) and can be found on the *Air Force Portal*. Suggested books and journals from Air University (AU) and Air Force Institute of Technology (AFIT) also are good sources for professional readings.

A2.1.3. Performance and Potential. Raters discuss performance, potential, and professional development plans (e.g., Individual Development Plan) with their subordinates during performance feedback sessions, as required by AFI 36-2406, *Officer and Enlisted Evaluation Systems*, and AFI 36-1001, *Managing the Civilian Performance Program*. When meeting with mentees on career development, mentors will carefully study the applicable FD Leadership Development Continuum (officer, enlisted, and civilian). Pay particular attention to assignment and job levels as they apply to company grade through senior field grades, senior NCOs, and civilian equivalents.

A2.1.4. Career Field Requirements. Mentors ensure their mentees have continuous access to career field unique mentoring and expertise. Mentors of enlisted personnel will refer to the career field education and training plan (CFETP) in the OJT training record and AFI 36-2618, *The Enlisted Force Structure*. Mentors of civilian personnel may refer to AFI 36-401, *Employee Training and Development*, and AFMAN 36-606, *Civilian Career Field Management and Development*. It is important for mentors to distinguish between individual goals, career aspirations, and realistic expectations.

A2.1.5. Success Metrics. Each Airman defines a successful career differently, and there are numerous paths to meet individual career and success goals. Foremost, however, individuals must focus on AF strategic needs. Air Force leadership develops members who are skilled in the employment and support of air, space, and cyberspace power and how they meet the security needs of the Nation. While there is nothing wrong with lofty goals, mentors must ensure their mentees realize the importance of identifying achievable goals.

A2.1.6. Development Teams and Vectors. Development teams provide assignment vectors that enhance professional development while meeting Air Force needs without necessarily keying on a specific position or location. Mentees are expected to perform well in their current assignment. When mentees become eligible for DT vectoring, they will address career goals with their mentors. For additional information consult AFPD 36-26; AFI 36-2110, *Assignments*; and AFI 36-2640.

A2.1.7. Developmental Education Opportunities. Education enhances performance in each phase of professional growth and builds on the foundation of leadership abilities shown during the earlier stages of an Airman's career. The role of developmental education is to prepare Airmen to take on increased responsibilities appropriate to their grade and to enhance their contribution to the Air Force.

A2.1.7.1. Focus for each Airman will be on developing competencies needed to enhance professional competence and become superior leaders while expanding their operational employment of air, space, and cyberspace knowledge.

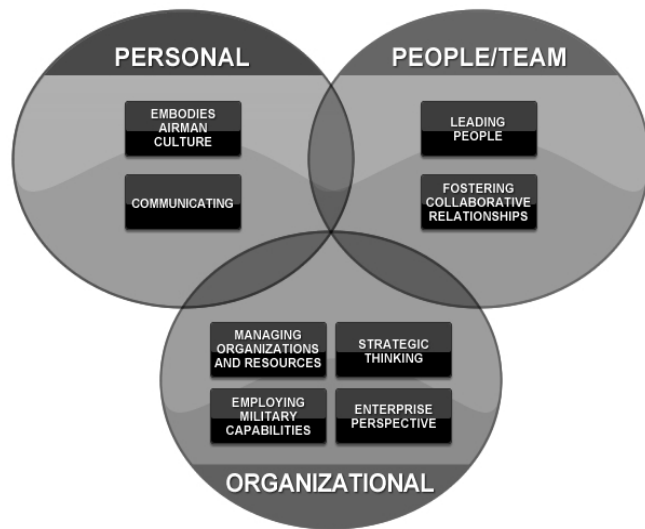
A2.1.7.2. This is the primary intent of Professional Military Education (PME); Professional Development programs, such as Professional Continuing Education (PCE) and Advanced Academic Degrees (AAD) earned through Air Force Institute of Technology; and civilian academic institutions. See AFI 36-2301, *Developmental Education*, AFI 36-2302, *Professional Development (Advanced Academic Degrees and Professional Continuing Education)*, and AFI 36-2642, *Professional Advancement and Continuous Education*, 26 July 2011.

A2.1.8. Academic Education. Post-secondary degrees, certificates, and licenses can be important to professional development to the extent they enhance the degree holder's job and professional qualifications. For specific information on academic degrees, reference AFI 36-2304, *Community College of the Air Force*; and AFI 36-2306, *Voluntary Education Program*.

A2.1.9. Promotion Systems. It is imperative that military and civilian leaders understand the promotion systems for their mentees (active duty, reserve, guard, and civilians). For example, AFI 36-25, *Military Promotion and Demotion*, explains the promotion system for officers, enlisted, and support components. For additional information on military promotions, reference AFI 36-2406; AFI 36-2501, *Officer Promotions and Selective Continuation*; and AFI 36-2502, *Airman Promotion/Demotion Programs*. For specific information on ANG officer promotions refer to ANGI 36-2504, *Federal Recognition of Promotion in the Air National Guard (ANG) and as Reserve of the Air Force Below the Grade of General Officer*. For information on ANG enlisted promotions refer to ANGI 36-2502, *Promotion of Airmen*. For civilian employees, mentors will be familiar with AFI 36-26; AFI 36-601, *Air Force Civilian Career Program Management*; and AFI 36-602, *Civilian Intern Programs*.

A2.1.10. AF Competencies. Competencies are essential to the development of the Total Force and the accomplishment of the Air Force mission. People are the Air Force's most critical asset. It is essential that Airmen have the skills, knowledge, experience, and motivation to meet current operational needs and ensure future capabilities of the Air Force.

A2.1.10.1. Institutional competencies are the building blocks to develop Air Force leaders across all occupations and organizational levels. The eight Air Force institutional competencies are divided into three competency categories — Personal, People/Team, and Organizational — in the figure below. For additional information on the competencies, review AFDD 1-1, MyDP website, and AFI 36-26.

Figure A2.2. Categories of Institutional Competencies.

A2.1.10.2. Occupational (or technical/functional) competencies are specific to career field duties that focus on building depth of functional experience and specific areas of expertise that enable individuals to successfully perform their unique duties.

A2.2. Resources. The following pages contain a list of resources, including an online mentoring system, reading material, and outside organizations, associations, and programs that support various segments of the military and civilian population. This list is not all inclusive and is provided for information only and will not be considered an endorsement by the U.S. Air Force.

A2.2.1. My Development Plan (MyDP).

A2.2.1.1. MyDP is a web-based resource for Total Force Airmen that lets them access career field, education, and training information from one web site customized to each user's needs. Located on the Air Force Portal, this site gives users access to their records, career field information and a means to communicate with peers on the site's Forums. It also allows a user to request a mentor or become a mentor to others using the site's Mentor Network. The Mentor Network section of MyDP contains information to assist mentors and mentees alike as they establish career goals. Mentees can grant their mentors online access to view their developmental progress and receive feedback on the force development programs and tools appropriate for their present grade.

A2.2.1.2. Mentors and mentees are encouraged to access the Mentoring section of MyDP and explore the "Mentoring Resources" section to find a wealth of mentoring information and publications. The use of MyDP is especially beneficial in instances where face-to-face mentoring is inhibited by geographic distance or schedule conflicts.

A2.2.1.3. Mentor resources available on MyDP help mentors and mentees assess capabilities, build a mentoring plan, and guide mentees toward reaching their goals. These electronic tools provide direction on how Air Force requirements may be met through education, training, and experiential assignments.

A2.2.2. The Supervisor Resource Center.

A2.2.2.1. The Supervisor Resource Center (SRC) is an AF Portal site at [https://www.my.af.mil/gcss-af/USAF/site/Life and Career/FD/SRC](https://www.my.af.mil/gcss-af/USAF/site/Life_and_Career/FD/SRC) providing a clearinghouse of leadership development resources targeted towards emerging leaders and new and experienced supervisors.

A2.2.2.2. The SRC features learning programs based on the AF institutional competencies and may be recommended by mentors as a development opportunity for mentees.

A2.2.2.3. Resources available through the SRC are free, flexible, and available on-demand. In addition, the SRC features a learning program created to assist new or experienced mentors who may want to refresh their skills.

A2.2.3. Online Central Products.

A2.2.3.1. Federal Leadership Development Program ([http://www.opm.gov/fedldp/Searchable electronic library of programs offered by Federal departments and agencies to foster the development of leadership skills in their employees](http://www.opm.gov/fedldp/Searchable%20electronic%20library%20of%20programs%20offered%20by%20Federal%20departments%20and%20agencies%20to%20foster%20the%20development%20of%20leadership%20skills%20in%20their%20employees)).

A2.2.3.2. Skillsoft Courses (Air Force Portal, click on “IT E-Learning” under the heading of Education/Training/Development). E-learning courses, such as “Mentoring as a Manager,” “Mentoring Effectively,” and “Mentoring Strategies for the 21st Century” are provided.

A2.2.3.3. Books24x7 (Air Force Portal, click on “IT E-Learning” under the heading of Education/Training/Development). Numerous books about the mentoring process and a great resource mentees can use for self development.

A2.2.3.4. Triple Creek Associates (<http://www.3creek.com/resources/booklets.htm>). Information is provided on the mentoring program goals & benefits with PDF booklets and guides that can be downloaded for free.

A2.2.3.5. The Mentoring Group (<http://www.mentoringgroup.com>). Web-based program that provides mentoring tips and publications related to mentoring.

A2.2.3.6. *Best Practices: Mentoring*, United States Office of Personnel Management, September 2008 (<http://www.opm.gov/hrd/lead/BestPractices-Mentoring.pdf>).

A2.2.3.7. *Mentoring Makes a Difference*, Lt Col Penny H. Bailey, USAF (<http://www.airpower.maxwell.af.mil/airchronicles/cc/bailey.html>).

A2.2.4. Books.

A2.2.4.1. *Be Your Own Mentor: Strategies from Top Women on the Secrets of Success* by Shelia Wellington.

A2.2.4.2. *Beyond the Myths & Magic of Mentoring: How to facilitate an effective Mentoring Process* by Margo Murray.

A2.2.4.3. *Coaching & Mentoring for Dummies* by Marty Brownstein.

A2.2.4.4. *Common Sense Mentoring* by Larry Ambrose.

A2.2.4.5. *Connecting with Success: How to Build a Mentoring Network to Fast-Forward Your Career* by Kathleen Barton.

A2.2.4.6. *Creating a Mentoring Culture: The Organization's Guide* by Lois J. Zachary.

A2.2.4.7. *Daring to Be Different: A Manager's Ascent to Leadership* by James A. Hatherley.

A2.2.4.8. *The Elements of Mentoring* by W. Brad Johnson and Charles R. Ridley.

A2.2.4.9. *Guide to Mentee Planning (GMP)* by Norman H. Cohen.

A2.2.4.10. *The Heart of Mentoring: Ten Proven Principles for Developing People to Their Fullest Potential* by David. Stoddard.

A2.2.4.11. *Making the Most of Being Mentored: How to Grow from a Mentoring Relationship* by Gordon F. Shea.

A2.2.4.12. *Managers as Mentors: Building Partnerships for Learning* by Chip R. Bell.

A2.2.4.13. *Mentoring 101: What Every Leader Needs to Know* by John C. Maxwell.

A2.2.4.14. *My Mentoring Diary* by Ann Ritchie & Paul Genoni.

A2.2.4.15. *Mentoring and Diversity: An International Perspective* by David Clutterbuck and Belle R. Ragins.

A2.2.4.16. *Mentoring Heroes: 52 Fabulous Women's Paths to Success & the Mentors Who Empowered Them* by Mary K. Doyle.

A2.2.4.17. *Mentoring: How to Develop Successful Mentor Behaviors* by Gordon F. Shea.

A2.2.4.18. *The Mentoring Manual* by Mike Whittaker and Ann Cartwright.

A2.2.4.19. *The Mentoring Pocketbook* by Geof Alfred, Bob Garvey, & Richard Smith.

A2.2.4.20. *Mentoring: The Tao of Giving & Receiving Wisdom* by Al Chungliang Huang & Jerry Lynch.

A2.2.4.21. *The Mentor's Guide: Facilitating Effective Learning Relationships* by Lois J. Zachary.

A2.2.4.22. *Principles of Adult Mentoring Inventory (PAMI)* by N. H. Cohen.

A2.2.5. Organizations and Associations. These organizations, associations, and programs support various segments of the military population and may be useful in helping to facilitate a mentoring program or mentoring relationships. This list is not all-inclusive, is provided for information only, and will not be considered an endorsement of their activities by the U.S. Air Force.

A2.2.5.1. National Organizations for Certification and Licensing. The base education center has a list of nationally recognized organizations that authorize licensing and certification programs, to include who is eligible to apply.

A2.2.5.2. Company Grade Officer Council (CGOC). This organization is active in helping the base and local community. It is normally active at each base under guidance from the host command.

A2.2.5.3. Lieutenant's Professional Development Program (LPDP). This program fills the professional development gap between commissioning and Squadron Officer School. Normally active under guidance from the base's host command.

A2.2.5.4. The Order of Daedalians and the Airlift/Tanker Association. Professional associations of military pilots promoting leadership in air & space power.

A2.2.5.5. The Air Force Association (AFA). Founded in 1946 to support aerospace power and a strong national defense.

A2.2.5.6. The Association of Military Surgeons of the US. Founded in 1891 to represent physicians and other health care workers of commissioned rank. Mainly a professional development group.

A2.2.5.7. Military Chaplains Association of the USA. Founded in 1925 for Army chaplains. Chartered by Congress in 1950 to represent the interests of all military chaplains.

A2.2.5.8. The National Active and Retired Federal Employees Association (NARFE). Since 1921 NARFE has been an advocate for active and retired federal employees.

A2.2.5.9. National Association of Uniformed Services (NAUS). Founded in 1968 to represent anyone who wears (or has worn) a uniform.

A2.2.5.10. The Retired Officers Association (TROA). Founded in 1919 to represent active, former, and retired officers.

A2.2.5.11. Air Force Cadet/Officer Mentor Action Program, Inc. (AFCOMAP). A private organization founded in 1982. Chartered by SAF and CSAF. Committed to supporting the Air Force in the recruitment, professional development, and retention of cadets and junior officers.

A2.2.5.12. Air University Library. Houses well-balanced collections especially strong in the fields of war fighting, aeronautics, Air Force and DoD operations, military sciences, education, leadership, and management.

A2.2.5.13. Civil Air Patrol (CAP). Volunteer civilian auxiliary of the Air Force. CAP performs emergency service missions to include air and ground search and rescue, disaster relief, and drug interdiction. It promotes citizenship, leadership, physical fitness, and aerospace education through its cadet programs.

A2.2.5.14. National Guard Association of the US (NGAUS). Represents officers in the National Guard and Air National Guard. Focuses on National Guard issues.

A2.2.5.15. Reserve Officers Association (ROA). Founded in 1950 to represent reserve officers. Focuses on officer reserve issues.

A2.2.5.16. Reserve Enlisted Association (REA). Founded in 2003 to represent reserve enlisted. Focuses on enlisted reserve issues.

A2.2.5.17. AF Reserve Command's Professional Development Center. Offers different professional development programs at diverse locations across the US at varied times. Trains company grade officers in leadership, team building, cultural diversity, mobilization issues, and military officership.

A2.2.5.18. AF Sergeant's Association. Represents the professional & personal interests of active duty & retired enlisted members.

A2.2.5.19. Non Commissioned Officers Association. Established to maintain and enhance the quality of life for the entire enlisted force in all branches of the Armed Forces.